

## INFORMATION LITERACY POLICY

### DRAFT POLICY

XXXX College is committed to the development of a library service that actively supports the curriculum and the teaching and learning of information literacy skills. Collaborative partnerships between teachers and teacher-librarians will ensure students develop the skills required to locate, select, analyse, synthesise and evaluate information in whatever form, for a given purpose or need. These skills are characteristic of an information literate person and are essential for lifelong, independent and interdependent learning.

### CONSEQUENCES

The College will ensure that:

- XXXX Library and Information Services develop to serve and support the information needs of students;
- Students are given opportunities to:
  - Define their information needs;
  - Confidently and efficiently find the information they seek;
  - Select appropriately from competing sources of information;
  - Evaluate the validity, reliability and credibility of information;
  - Present and create information projects;
  - Transform information into knowledge;
  - Transform knowledge into wisdom;
  - Evaluate the use of an information process
- Teachers work cooperatively with teacher-librarians in the planning and implementation of curriculum units of work and student assignments to
  - Make explicit the information literacy skills process;
  - Encourage students to value the information skills process;
  - Provide a breadth of opportunities to master a range of information technologies for retrieval and presentation;
  - Develop units of work that integrate information skills with specific content requirements;
  - Develop assessment tasks which pose problems to be solved using knowledge rather than content to be learned (Dimension 3 & 4);
  - Make use of collaborative learning strategies;

### RATIONALE

There has been an explosion of knowledge and enormous advances in technology in the twenty-first century. It is essential for students to develop skills in using information as part of the knowledge, skills and attitudes necessary for lifelong learning. The acquisition of knowledge and skills (Dimension 2), the development of positive attitudes and perceptions (Dimension 1) and the ability to apply complex reasoning process to information (Dimensions 3 & 4) is a high priority in our College's teaching and learning programme. Our Information Literacy Policy reflects our commitment to life long learning and to giving our students the opportunity to develop the skills required to effectively function within an information society. These skills are embedded in the research process developed for our College and published in our College Student Manual.

### CONTRIBUTION TO THE FRANCISCAN ETHOS

- Promoting quality teaching and learning processes and opportunities.
- Encouraging others to grow and develop to their potential.

## **SUPPORTING DOCUMENTS.**

### **APPENDIX 1 – DEFINITION OF INFORMATION LITERACY**

Information Literacy is the ability to locate, use, present and evaluate information effectively and efficiently for a given purpose or need. It is relevant to all learning and is about building on previous experience; about using a variety of resources; about active, self-directed learning and a means of personal empowerment. Information literacy is not a discrete subject taught in isolation by a specialist in an inflexible structure. (Computers, research and students : a survival kit. Master page 5)

'Information literate students are competent, independent learners. They know their information needs and actively engage in the world of ideas. They display confidence in their ability to solve problems and know what is relevant information. They manage technology tools to access information and communicate. They operate comfortably in situations where there are multiple answers as well as those with no answers. They hold high standards for their work and create quality products. Information literate students are flexible, can adapt to change and are able to function independently and in groups'. (Todd, 1996)

Information skills fall into two groups:

- skills concerned with locating information:
  - finding information in a variety of forms e.g. online, print, electronic, brochures, pictures, audio, maps
  - finding information from a variety of sources e.g. people, school library, public library, travel agent, home, DVDs
  - finding information within sources e.g. using an index, guide words, map key, electronic menu;
- skills concerned with understanding and using information:
  - asking questions
  - selecting, evaluating and, if necessary, discarding information
  - combining information from different sources
  - presenting the most relevant information
  - presenting information according to the audience
  - gauging the success of the presentation.

Along with skill development the college fosters in students positive information attitudes and values (Dimension 1). These include:

- recognising that learning is lifelong
- valuing competency in information skills as an instrument in learning
- valuing creative and critical thinking in the information process
- valuing truth and the discipline of scholarship
- recognising that information is needed for personal, cultural, recreational and vocational purposes
- recognising a personal need to become competent in the information process and to experiment with new techniques and skills as information technology and social institutions change
- valuing personal performance as an information user with a repertoire of skills and developing independence.

To ensure that students grow in confidence and proficiency, the school and the community should value the information process as well as its product.

## **APPENDIX 2 - GUIDELINES:**

### **1. The information skills process** (Dimension 2 – procedural knowledge)

The information process is the series of physical and intellectual steps that anyone takes to complete an information task. Each step usually requires the use of several information skills. This process is generally a part of learning and problem-solving inside and outside the school.

Students at any stage, from Prep to Year 12, require opportunities to develop proficiency in using the information process. As students become more skilled in the steps of the process, they are able to complete increasingly sophisticated and difficult tasks. This also applies to the resources they are able to use.

There are specific steps in the process and they require different thinking processes. They are:

**Defining  
Locating  
Selecting  
Organising  
Presenting  
Evaluating**

These processes are outlined in the College Student Handbook. A spiral approach to information skill development gives students opportunities to learn, practice and master these skills and processes. All Key Learning Areas have essential information literacy skills embedded in their existing curriculum.

Where teachers are aware of the information process and actively and explicitly assist students in skill development, the rate and quality of learning can be greatly increased. Where teachers show students that the information process is a schema that they can deliberately employ in their own learning, they are promoting student independence. This supports students to become discerning users of information, in all its formats and sources.

### **2. Procedures for setting assignments and developing resource based units of work.**

Teachers work with the teacher-librarians to design resource based units of work and assignments. Units of work are developed around learning outcomes and planned using the Dimensions of Learning framework. This cooperative approach to teaching and learning enables the integration of information processes and skills. The College Teacher-Librarians are experts in the field of information literacy and can work in partnership with teachers to cooperatively plan and teach information skills.

### **3. Implementaion**

The Teacher-Librarians, in consultation with the APAs and the PARs, are responsible for the implementation of our College's Information Literacy Policy.

Key aspects of this implementation include the following:

- PAR coordinators may use the guidelines contained in this policy in their own program planning.
- PAR coordinators incorporate Information Literacy into their College Curriculum Programs. Programs and assignments that support the development of Information Literacy Skills need to be identified.
- PAR coordinators ensure that the College Guidelines for Setting Assignments (Appendix 3) is followed and that the Teacher-Librarians are kept informed of assignments.
- The College Teacher-Librarians are significant members of curriculum planning groups in the College and should be consulted or involved in assignment planning and/or the planning of units of work.
- The College Teacher-Librarians will maintain an online assignment register so that at any given time an overview is available to all of the work required by students at each year level
- Learning opportunities are provided for students emphasising the information process as set out in the College Student Handbook.

### **4. Resources**

The following resources support the Information Literacy Policy of our College:

- The Student Handbook developed by our College will provide students with an explicit guide to the information process. It will be supported by teachers in guiding students through the information process in the course of assignment work.
- Dimenions of Learning Teachers Manual
- The Guidelines for Setting Assignments (Appendix 3) provides a step by step guide to ensure that appropriate planning takes place in the setting of assignments.

### **APPENDIX 3 - GUIDELINES FOR SETTING ASSIGNMENTS**

This checklist should be completed by the PAR Coordinator, or in consultation with the PAR Coordinator.

#### **In planning the assignment, I have given consideration to:**

- ☐ the suitability of the topic
- ☐ the purpose of the assignment - content is suitable to unit goals and objectives
- ☐ to format of the assignment - it is suitable to the grade and subject and appropriate language has been used and new terms explained
- ☐ the genre for presentation - it has been taught/explained to the class
- ☐ the different learning styles and varying abilities of the class groups - consultation with the learning support teachers has been sought where relevant
- ☐ the preparation of the criteria sheet for the assignment which includes criteria for information literacy skills where appropriate

**Students have been referred to the relevant section of the Student Handbook as a guide.**

#### **For those assignments which require use of library resources and facilities, I have met with the teacher-librarian to ensure:**

- ☐ that there are sufficient resources of a variety of types (books, encyclopedias, internet sites etc.) suitable for the class to complete the assignment
- ☐ that the information literacy skills required to complete the assignment are introduced and reinforced by the teacher and/or teacher-librarian and are appropriate to the level of students
- ☐ that the sequence of learning activities required to complete the assignment have been outlined clearly and planned with the teacher-librarian
- ☐ that library bookings are made in advance and I have booked the teacher-librarians as required
- ☐ that the resources have been place on an appropriate loan period and that a library pathfinder has been developed by the teacher-librarian to assist students at the beginning of the research process

After the assignment is marked and returned to the students, I have reflected on the outcomes, noted successful aspects and consulted with the teacher-librarians for feedback on information literacy skill development of the students in my class and the success of the assignment.